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The provisions and purpose of Title III of the Elementary and Secondary Education Act related to the education of handicapped children are reviewed. Amendments to the law in 1967 and the goals of the program are considered. The role of the states in submitting plans to the Office of Education and eligibility requirements and procedures are described. Also described are four examples of innovative approaches currently being funded; sources are suggested for supplementary material, state contacts, and further information. (RJ)

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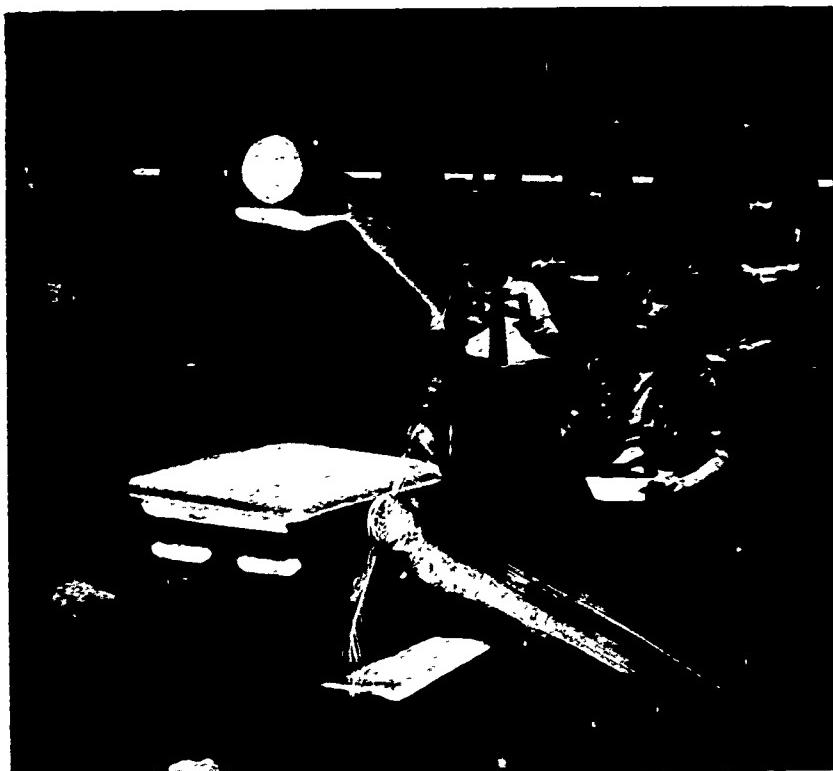
PROJECTS TO ADVANCE CREATIVITY IN EDUCATION
TITLE III

SUPPLEMENTARY CENTERS AND SERVICES
FOR EDUCATION OF HANDICAPPED CHILDREN

Title III of the Elementary and Secondary Education Act provides an opportunity to develop innovative and exemplary programs to serve as models for educational change at the elementary and secondary levels. Amendments by the 90th Congress assure that this opportunity will be available for education of handicapped children. The definition of handicapped children under Public Law 88-164 is "mentally retarded, hard of hearing, deaf, speech impaired, visually handicapped, seriously emotionally disturbed, crippled, or other health impaired children who by reason thereof require special education." This issue of "Programs for the Handicapped" is devoted to a review of the provisions and purpose of the Title III legislation related to the education of handicapped children.

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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Knowledge is in the eye of the beholder....
What is innovation?

U.S. DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE

Secretary's Committee on Mental Retardation

Wilbur J. Cohen, Secretary

Washington, D.C. 20201

In 1967 the 90th Congress, recognizing the special need for innovation and creativity in educational programs for handicapped children, amended Title III of the Elementary and Secondary Education Act of 1965, under Public Law 90-247, to authorize the use of at least 15% of each State's allotment, and at least 15% of the discretionary funds of the U.S. Commissioner of Education to be used for exemplary educational projects for the handicapped, beginning in the 1969 fiscal year. A number of projects initiated prior to the 1967 amendments were partially or totally designed for handicapped children. New projects are being designed and components for handicapped children are being included in ongoing projects. Fifteen percent of the funds authorized by law for these purposes amounts to approximately \$23 million for fiscal year 1969.

What the Program Does

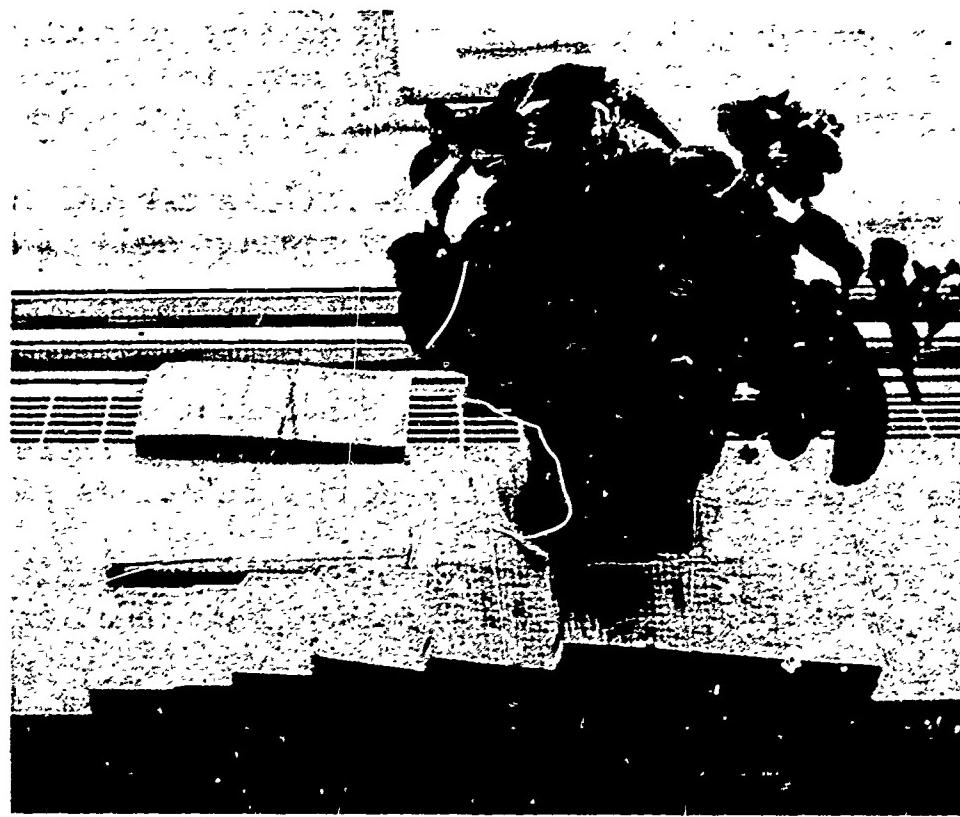
The State education agency works with local education agencies to generate, design and implement projects for handicapped children. Funds administered by the States may be utilized to conduct conferences, workshops, and training sessions in local school districts to develop projects for the special needs of handicapped children. These projects are then reviewed and evaluated for approval by a State advisory council. A panel of experts in special education provides initial evaluations and makes recommendations to the advisory council on all projects for the handicapped.

The program is designed to provide aid in developing model programs which can be observed and evaluated by teachers, administrators, and school planners for adoption and inclusion in existing or new services for handicapped children.

Eligibility and Procedures

The States submit a State plan for administration of 75% of their allotment to the Division of Plans and Supplementary Centers, Bureau of Elementary and Secondary Education, U.S. Office of Education. The plan must have initial approval by the authorized State education agency. Continuing projects are assigned for administration by the State or by the U.S. Office of Education for fiscal year 1969. All States and trust territories are eligible for these grants upon approval of a State plan. All children and teachers in elementary and secondary schools operating under public authority, which comply with compulsory attendance laws, or are recognized by a procedure customarily used in the State, are eligible.

The Division of Plans and Supplementary Centers (DPSC) in the Bureau of Elementary and Secondary Education has issued guidelines which touch upon points to be considered in establishing programs under Title III. The DPSC and the Bureau of Education for the Handicapped (BEH) also published a special supplement to the Title III Guidelines; some of the points made in that document will be reviewed here:



Many a flower is born to bloom unseen.....
What is innovation?

1. Projects for the handicapped will vary. Some projects will be totally devoted to programs for the handicapped, while others will contain only a component. If a project is considered partially for the handicapped, and is to count in terms of the 15% requirement, it must have a specific portion related to this population. For instance, a project for public school children whereby handicapped children are only incidentally involved should not be considered, unless it includes a description of special provisions, techniques, facilities and the number of qualifications or trained personnel planned for the handicapped children.
2. According to Title III regulations, several aspects of a State plan should deal with special education for the handicapped. A State Advisory Council for Title III must include persons with professional competence in dealing with handicapped children. The panel of experts selected by States will include experts in the education of the handicapped to review proposals designed to meet the special educational and related needs of handicapped children. The State plan will provide a list of each of the continuing projects previously funded under Title III which are to be administered by the State educational agency. Projects which are totally, or partially for the handicapped will be so identified. The State plan will also describe the procedures for assuring that at least 15% of Title III funds will be used for:
 - Planning innovative, or exemplary programs including pilot projects to meet the special educational needs of handicapped children.

- Establishing or expanding innovative and exemplary educational programs for the purpose of stimulating the adoption of new educational needs of handicapped children will be attempted.
- Establishing services or activities which utilize new and improved approaches to meet the special educational needs of handicapped children.

3. The plan will explain how funds for such activities will be made available and will be coordinated with funds from other sources to help the handicapped, including funds available under Title I and Title VI-A of the Elementary and Secondary Education Act as amended.

4. The other provision of the State plan specifically related to the handicapped requires that the State provide assurances that any facilities constructed will be accessible to, and usable by handicapped persons. In developing such plans there will be compliance with the minimum standards in "American Standard Specifications for Making Buildings and Facilities Accessible to and Useable by the Physically Handicapped." State plans will be submitted to:

Division of Plans and Supplementary Centers
Bureau of Elementary and Secondary Education
U.S. Office of Education
Washington, D.C. 20202.

5. Those parts of the State plan which deal with provision for handicapped children will be reviewed and approved jointly by the Bureau of Elementary and Secondary Education and the BEH.

6. If a State plan fails to meet the requirements of the BEH that the 15% level will be reached before the end of fiscal year 1969, the State will then be contacted through the State Title III Coordinator to assist in achieving this level. Each State will be expected to supply a written description of steps taken to achieve the required level. Such negotiations when required, will be conducted by the DPSC, Bureau of Elementary and Secondary Education, assisted as necessary, by the BEH. The BEH when requested, will assist local and State education agencies in developing projects and State plans by making available Bureau staff when possible, or by locating in the State or region, competent personnel for such assistance.

Examples of Innovative Programs

Creativity and innovation in education for the handicapped is a clear challenge which is extremely difficult to meet, yet it is essential if significant improvements in educational programs are to be made. Title III offers the opportunity to accept that challenge for those unafraid to probe the questions and bid for answers. The majority of innovative projects stem from people rather

than from agencies or places. Yet to be successful in operation they must have staff who can cope with the problems of day to day procedures and the educational structure as it now exists.

Here are a few examples of the type of innovative approaches now being supported under Title III for handicapped children.

OPERATION SPRINGBOARD

Indiana

A model for the development of a statewide program to identify and provide remedial services to preschool deaf children will be demonstrated in nine geographic regions of Indiana. The Indiana Department of Public Instruction, the State Board of Health, and Ball State University will assist the project through the coordination of their services; an advisory committee representing other interested community agencies will also participate in program development and evaluation activities. Activities will include the identification of preschool hearing handicapped children through regional testing and survey programs, the provision of an 8-week summer training program for teachers of the deaf, and the development of special nursery-kindergarten programs for 200 children with severe hearing impairments in selected local school communities. Parental counseling will also be provided by project staff.

A COMPREHENSIVE PROGRAM FOR THE SEVERELY PHYSICALLY HANDICAPPED

Rochester New York City School System

Health, physical education, recreation, and/or driver education programs will be developed for 114 severely handicapped students. Consultants, orthopedic specialists, and teachers will outline individualized developmental programs, and teacher specialists will implement these activities. Large muscle exercises, recreational activities, and necessary therapy will be included so that each youngster will have a chance to develop to his fullest physical capacity. One room at a local high school will be equipped with specialized sports equipment and another room will have physical therapy equipment as well as locker and toilet facilities. Three physical education specialists will implement the program.

BEHAVIOR MODIFICATION OF EMOTIONALLY DISTURBED CHILDREN

Great Falls School District Number One, Great Falls, New York

To control abnormal behavior that frequently results in learning difficulties, the student will be motivated to perform well in the low-interest classroom, so that he may have more time to spend using his own initiative in another specially equipped and furnished high interest area. A psychiatric social worker and a psychologist will assist the classroom teacher in identifying children with behavior problems. Once the children are identified, an intensive program will be developed that includes specific curriculum materials, audiovisual aids, and training in special self-contained classrooms. Regular evaluation of the child's behavior will be provided in an overall effort to help the student return to regular classroom routines as soon as possible.

PREPARING TRAINABLE RETARDATES FOR SHELTERED EMPLOYMENT

Tangipahoa Parish School District, Amite, Louisiana

Diagnostic and evaluative services, preschool training, special education classes, activities centers, and a sheltered workshop will be provided for trainable mental retardates. The staff of the South Eastern Special Education Center will help to provide identification and evaluation services, in addition to developing new techniques to measure student progress. A preschool age day-care center will be observed and evaluated as a basis for an individualized training program. Five special education classes will be established for the trainable mentally retarded to continue the basic training after they have reached school age. The program will be individualized to prepare the children for participation in a sheltered workshop. Two activity centers will be developed for trainable retardates who cannot tolerate the discipline of workshop activity, but can adjust to a less demanding atmosphere. A sheltered workshop will begin initial activity with contracts for simple services solicited from within the local area.

For supplementary material, State contacts and further information, the following sources are suggested:

Supplementary Materials

Title III Guidelines

Pamphlet: PACE

Pacesetter for Innovation

Supplement to the Guide to State Plans
Bureau of Education for the Handicapped

State Contacts

Title III, ESEA Coordinator
Director of Special Education
State Department of Education

For Further Information

Division of Plans and Supplementary Centers
Bureau of Elementary and Secondary Education
U.S. Office of Education
400 Maryland Avenue, S.W.
Washington, D.C. 20202

Project Centers Branch
Bureau of Education for the Handicapped
U.S. Office of Education
Seventh & D Streets, S.W.
Washington, D.C. 20202

This effort to provide innovative programs for the handicapped through the setting aside of funds in Title III, is complemented by several other programs designed to provide educational services for the handicapped in each State. These are:

- . P.L. 89-313 which gives support to State and State-supported institutions for the handicapped to allow them to strengthen their education programs.
- . Title VI-A of the Elementary and Secondary Education Act which provides funds on a formula grant basis to allow States to expand and extend existing services for handicapped school children.
- . The Vocational Education Act Amendments of 1968 which will provide 10% of its total funds to strengthen and initiate programs for the handicapped in the important school-community juncture period.
- . P.L. 88-164 which provides for major research and training support for handicapped children involving over 250 colleges and universities.

These major efforts, combined with a variety of more specialized programs come together to form a total Federal commitment to provide total services for handicapped children. The programs noted above are administered by, or coordinated with the Bureau of Education for the Handicapped within the U.S. Office of Education.

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